

**COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA
October 16, 2019**

The Board of Education met at the James Monroe State Office Building, Jefferson Conference Room, 22nd Floor, Richmond, with the following members present:

Mr. Daniel A. Gecker, President
Ms. Pamela Davis-Vaught
Dr. Tammy Mann
Dr. Jamelle Wilson

Mrs. Diane Atkinson, Vice President
Ms. Anne Holton
Dr. Keisha Pexton
Dr. James F. Lane,
Superintendent of Public Instruction

Mr. Gecker called the meeting to order at 9:30 a.m.

EXECUTIVE SESSION

Mrs. Atkinson made a motion to go into executive session under *Virginia Code §2.2-3711(A) (40)*, for the purpose of discussion and consideration of records relating to denial, suspension, or revocation of teacher licenses, and that Susan Williams, legal counsel to the Virginia Board of Education; as well as staff members Dr. James Lane, Patty Pitts, Nancy Walsh, Tonya Kish, Kevin Foster, Officer Pierce Turner and Ian Seagram whose presence will aid in this matter, participate in the closed meeting. The motion was seconded by Dr. Wilson and was carried unanimously. The Board went into executive session at 9:31 a.m. Mrs. Atkinson made a motion that the Board reconvened in open session at 1:22 p.m. The motion was seconded by Dr. Wilson and carried unanimously.

Mr. Gecker made a motion that the Board certify by roll-call vote that to the best of each member's knowledge (i) only public business matters lawfully exempt from open meeting requirements under this chapter and (ii) only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed or considered. Any member who believes there was a departure from these requirements shall so state prior to the vote, indicating the substance of the departure that, in his or her judgement, has taken place. The statement of the departure will be recorded in the minutes.

Board roll call:

- Dr. Mann - yes
- Ms. Holton - yes
- Mrs. Atkinson - yes
- Mr. Gecker - yes
- Dr. Wilson - yes
- Dr. Pexton - yes
- Mrs. Davis-Vaught - yes

The Board made the following motions:

Dr. Mann made a motion to take no action against the license in Case #1. The motion was seconded by Dr. Wilson and carried unanimously.

Mrs. Atkinson made a motion to issue a license renewal in Case #2. The motion was seconded by Dr. Mann and carried unanimously.

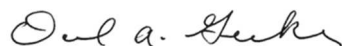
Dr. Pexton made a motion to issue a license in Case #3. The motion was seconded by Mrs. Atkinson. Dr. Wilson recused herself from the voting. The motion was carried.

Dr. Wilson made a motion to revoke the license of Melvin Earl Moore, Jr. The motion was seconded by Mrs. Davis-Vaught and carried unanimously.

Dr. Wilson made a motion to issue a license in Case #5. The motion was seconded by Dr. Mann. Ms. Holton abstain. The motion was carried.

ADJOURNMENT

There being no further business of the Board of Education, Mr. Gecker adjourned the executive session at 1:26 p.m.



Daniel Gecker
President

**COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA
October 17, 2019**

The Board of Education met at the James Monroe State Office Building, Jefferson Conference Room, 22nd Floor, Richmond, with the following members present:

Mr. Daniel A. Gecker, President
Ms. Pamela Davis-Vaught
Dr. Tammy Mann
Dr. Jamelle Wilson

Mrs. Diane Atkinson, Vice President
Ms. Anne Holton
Dr. Keisha Pexton
Dr. James F. Lane,
Superintendent of Public Instruction

Mr. Gecker called the meeting to order at 9:00 a.m.

MOMENT OF SILENCE

Mr. Gecker asked for a moment of silence.

PLEDGE OF ALLEGIANCE

The Pledge of Allegiance followed the moment of silence.

APPROVAL OF MINUTES

Mrs. Davis-Vaught made a motion to approve the minutes of September 18-19, 2019, meeting of the Board. The motion was seconded by Dr. Pexton and carried unanimously. Copies of the minutes had been distributed in advance of the meeting.

Resolution of Recognition

Recognition of the 2019 Presidential Award for Excellence in Mathematics and Science Teaching State Finalists. Certificates of recognition were presented to: Kelly Draeger, Rebecca Hall, Aziz Zahraoui, Colin Bouchillon and Myron Blosser.

Resolution of Recognition to Commemorate November 2019 as Family Engagement in Education Month. Tracy Lee, Family Engagement Specialist, accepted the resolution. Recently, Governor

Northam recognized Ms. Lee for her service to the Commonwealth and family engagement during a regional service recognition event.

PUBLIC COMMENT

- Dr. Scott Brabrand, on behalf of Fairfax County Public Schools, spoke on the accreditation appeals before the Board for Fairfax County.
- Marie Eck, on behalf of Fairfax County Public Schools, spoke on the accreditation appeals for Justice High School.
- Liz Payne, on behalf of Fairfax County Public Schools, spoke on the proposed revisions to the Health Education Standards of Learning.
- Mary Crozier spoke on the proposed revisions to the Health Education Standards of Learning.
- Sheila Jones spoke on the proposed revisions to the Health Education Standards of Learning.
- Dr. Keith Perrigan, on behalf of Bristol Public Schools, spoke on the accreditation appeals before the Board for Bristol City.
- Jason Matlock, on behalf of Bristol Public Schools, spoke on the accreditation appeals before the Board for Bristol City.
- Jim Livingston, on behalf of the Virginia Education Association, spoke on strategies to address the teacher shortage in Virginia public schools.
- Becky Bowers-Lanier, spoke on the proposed revisions to the Health Education Standards of Learning.
- Beth Tolley spoke on the proposed revisions to the Health Education Standards of Learning.
- Sandy Evans, on behalf of Fairfax County Public Schools, spoke on accreditation appeals for Justice High School.
- Karen Corbett Sanders, on behalf of Fairfax County Public Schools, spoke on the accreditation appeals before the Board for Fairfax County.

CONSENT AGENDA

- A. **Final Review of Quarterly Financial Report on Literary Fund; Update to the Second Priority Waiting List**
- B. **Final Review of Resolution Adopting Data Collection Policies for Public Schools and School Divisions Pursuant to House Bill 196 (2016 General Assembly)**
- C. **Final Review of a Notice of Intended Regulatory Action (NOIRA) to Establish Dual Language and Economics and Personal Finance Endorsements in the *Regulations Governing the Review and Approval of Education Programs in Virginia***
- D. **Final Review of the Advisory Board on Teacher Education and Licensure's Recommendation to Approve New Education (Endorsement) Programs**
- E. **Final Review of the Advisory Board on Teacher Education and Licensure's Recommendation to Approve Education Programs Offered by Virginia Institutions of Higher Education as Required by the *Regulations Governing the Review and Approval of Education Programs in Virginia***

Mrs. Atkinson made a motion to approve Items A - C on the consent agenda as presented. The motion was seconded by Dr. Wilson and carried unanimously.

Dr. Pexton made a motion to approve Item D, without the reference to George Mason University. The motion was seconded by Mrs. Davis-Vaught and carried unanimously.

Mrs. Atkinson made a motion to approve Item D, with the reference to George Mason University. The motion was seconded by Dr. Wilson. Ms. Holton recused. The motion was carried.

Mrs. Atkinson made a motion to approve Item E, without the reference to George Mason University and University of Richmond. The motion was seconded by Dr. Wilson and carried unanimously.

Mrs. Atkinson made a motion to approve Item E, with the reference to George Mason University and University of Richmond. The motion was seconded by Mrs. Davis-Vaught. Ms. Holton and Dr. Wilson recused. The motion carried.

ACTION/DISCUSSION ITEMS

F. Final Review of Revisions to the Standards of Quality

Mr. Zachary Robbins, director of policy, presented this item to the Board for final review.

Mr. Robbins reported that following Wednesday's discussion with counsel, staff prepared a *Resolution Prescribing the Standards of Quality for Public Schools in Virginia* for the Board's consideration.

Mr. Robbins provided an overview of the resolution, which began with the new Constitution in 1971 through the adoption of the Board's comprehensive plan in 2017.

Ms. Holton had concern with the language in the third paragraph of the proposed resolution. Ms. Susan Williams, assistant attorney general, office of the attorney general, provided input on the wording of the resolution. Mr. Gecker stated that the resolution provides the backdrop and historical references the Standards of Quality. Ms. Holton recommended eliminating the word "significantly," and replacing with "effectively impacting."

Ms. Kim Adkins was absent from the meeting but sent a statement read by Mr. Gecker supporting the prescription of the new Standards of Quality.

Ms. Adkins statement said:

It is my much regret that I am unable to attend this important Board of Education meeting where I would have been in a position to demonstrate publicly my support for the proposed revisions to the Standards of Quality. In my view, this highly anticipated action will become a turning point for the Board, where we will have made it undeniably clear that the Commonwealth of Virginia has a legal and moral responsibility to advance education equity by, first and foremost, establishing at the state-level the resources required to support fully a system of quality education for all students. Proposed uses of these required resource, as presented in the Standards of Quality, were based on (1) evidence, (2) in consultation with renowned experts in the field of education and many state-wide stakeholders and (3) input from the public at-large.

I further support that the Board use of its constitutional authority to present the Standards of Quality to the General Assembly.

Mr. Gecker ask for a motion to prescribe the proposed revisions to the Standards of Quality and the *Resolution Prescribing the Standards of Quality for Public Schools in Virginia*. Staff advised the Board that the proper procedure would be to adopt each item separately.

Dr. Pexton made a motion to prescribe the proposed revisions to the Standards of Quality for Public Schools in Virginia. The motion was seconded by Dr. Wilson and carried unanimously.

Dr. Mann made a motion to adopt the *Resolution Prescribing the Standards of Quality for Public Schools in Virginia* with the change in paragraph 3; eliminating the words “significantly” and replacing with “effectively impacting.” The motion was seconded by Mrs. Davis-Vaught and carried unanimously. A copy of the adopted resolution can be found at <http://www.doe.virginia.gov/boe/resolutions/2019/index.shtml>.

Mr. Gecker made a statement about the impact of education, the Standards of Quality and the role of the Board in prescribing the Standards of Quality. The now adopted and prescribed Standard of Quality were not arrived at lightly and are the culmination of two years work by the Board and staff. The prescribed SOQs follow the Board’s comprehensive plan and the three priorities outlined in the plan – equity, teacher and building leadership, and a review of the Standards of Accreditation. Mr. Gecker thanked Mr. Robbins, Ms. Emily Webb, director of board relations, Dr. Lane and VDOE leadership for their hard work and support. Additionally, Mr. Gecker thanked the stakeholders across the Commonwealth for their feedback. The equity challenges facing the Commonwealth, and the nation, are not going away any time soon. The Board’s actions today are an effort to provide the resources needed to assist those children who need it to ensure they have the same opportunity of outcome. The SOQs represent a clear change in focus for the Board – that teachers matter, the right teacher in the right classroom matters, mentorships for less experienced teachers matter. Mr. Gecker thanked Board members for their work and support throughout the process.

Dr. Wilson thanked Mr. Gecker for his leadership throughout this process, for challenging and pushing the Board to think differently.

Ms. Holton offered her gratitude to Mr. Robbins, Ms. Webb, Dr. Lane and the public for their input in this process. She said that the Board recognized that Virginia’s SOQs had fallen behind on the reality of what was needed for local school divisions to educate our children.

Mrs. Atkinson stated that she is proud of the fact that the revisions to the SOQ’s were founded in research. She further stated that the best way to move the needle for our children is to put an effective teacher in front of them. While there is still work to do, the Board’s actions today move the needle forward.

G. Final Review of the Guidelines for a Senior Capstone Project, Portfolio, Performance-Based Assessment, or Structured Experiment as Required by House Bill 2662 (2019 General Assembly)

Dr. Tina Manglicmot, interim assistant superintendent of learning and innovation and Dr. Dave Eshelman, director of workforce development and initiatives, presented this item to the Board for final review.

Following first review by the Board, on September 25, 2019, the Virginia Department of Education convened a second workgroup of educators from various professional organizations, school divisions, and additional business and industry representatives to review the current draft and propose suggestions and recommendations to help develop guidelines for any school division choosing to offer a senior capstone. The group provided feedback and shared concerns such as overall clarity of the guidelines, identifying steps to implementation, possible requirements and professional development for teachers. The following revisions were made based on feedback from the second stakeholder meeting:

- more clarity to language surrounding what is a Senior Capstone;
- pronounce headings; creating sections within the guidelines;
- added clarity of language surrounding the four types of different Senior Capstones;
- timeline suggestions when Senior Capstone may be required for students;
- recommendations for implementation; and
- examples of school Senior Capstone guidelines.

Dr. Wilson asked for more information about professional development for educators on implementing a senior capstone project. Dr. Manglicmot stated that there would be a tiered approach that would allow for professional development plans from the agency, organizations and divisions to support implementation.

Mrs. Atkinson asked for clarification on whether the Board could provide commentary to the General Assembly about the necessity of a statewide requirement for a senior capstone project. She stated that she had concerns about it being a statewide requirement but offered that individual school divisions could make it a requirement if capacity existed. She asked that this information be communicated to the General Assembly.

The Superintendent of Public Instruction recommended the Board of Education approve the *Guidelines for a Senior Capstone Project, Portfolio, Performance-based Assessment, or Structured Experiment as required by HB 2662* (2019 General Assembly) for submission to the Chairmen of the House Committee on Education and Senate Committee on Education and Health by November 1, 2019.

Dr. Wilson made a motion to approve *the Guidelines for a Senior Capstone Project, Portfolio, Performance-based Assessment, or Structured Experiment as required by HB 2662*. The motion was seconded by Mrs. Atkinson and carried unanimously.

Mrs. Atkinson made a motion to attach a transmittal letter from the Board stating their concerns in requiring a senior capstone project as a statewide graduation requirement due to limited capacity and resources in many school divisions for implementation. The motion was seconded by Mrs. Davis-Vaught and carried unanimously.

H. First Review of Proposed Revisions to the Economics and Personal Finance Standards of Learning, as required by Senate Bill 1245 (2018 General Assembly)

Mr. George R. Willcox, director of career and technical education - operations & accountability and Judith P. Sams, specialist, business and information technology, presented this item to the Board for first review.

Senate Bill 1245 of the 2017 Virginia General Assembly requires the Board of Education to amend the 2009 Standards of Learning for Economics and Personal Finance to include evaluating the economic value of postsecondary studies, including the net cost of attendance, potential student loan debt, and potential earnings, in the Board's objectives for the Economics and Personal Finance course.

A working group comprised of stakeholders including representatives from financial and relevant professional organizations, educators, and administrators was convened in the summer of 2019 to review and revise the Standards of Learning for Economics and Personal Finance and to address the requirements identified in SB 1245. The revisions also provided inclusion of the purpose of the Free Application for Federal Student Aid (FAFSA) in determining eligibility; describing the types of grants, scholarships, and loans and potential scams associated with each type of aid; maintaining eligibility after awards received; identifying repayment requirements and options; and describing the benefits, eligibility requirements, and tax implications of state-sponsored tax-advantage-qualified tuition plans as investment options for postsecondary education (e.g., Virginia 529 Plan).

Ms. Sams provided additional information on identifying the purpose of the Free Application for Federal Student Aid (FAFSA) such as demonstrating knowledge of financing postsecondary education, identifying costs and benefits of postsecondary education, and determining eligibility for grants, scholarships, and loans and the essential information needed to complete it.

The Superintendent of Public Instruction recommended the Board of Education receive the proposed revisions of Economics and Personal Finance Standards of Learning for first review.

The Board of Education received this item for first review.

I. First Review of Proposed Revisions to the Career and Technical Education Work-Based Learning Guide

Mr. George R. Willcox, director of career and technical education – operations & accountability and Ms. Sharon W. Acuff, specialist, marketing and related clusters, presented this item to the Board for first review.

The 2019 General Assembly, through House Bill 2018 and Senate Bill 1434, required the Board of Education to review and revise the existing *Career and Technical Education (CTE) Work-Based Learning Guide*, by December 1, 2019, to expand opportunities available for students and allow greater local flexibility to meet the needs of both business and industry and local school divisions.

Two stakeholder consultations were held in July and September 2019 to review the existing *Guide* and make recommendations and changes to expand opportunities available to Virginia students and to allow greater flexibility for local school divisions. As a result of the meetings, the revisions expand recognized work-based learning (WBL) experiences from eight to eleven, time requirements have been standardized to allow more students to undertake and complete such experiences within a reasonable time frame without sacrificing rigor, completing 280 hours of cooperative education, internship, or apprenticeship would allow students to earn one credit, while completing 140 hours of mentorship would allow students to earn half a credit toward graduation in addition to any credit earned through the associated CTE course.

Ms. Acuff provided an overview of the opportunities students will have through the revised *CTE Work-Based Learning Guide*, which includes:

- Job Shadowing
- Service Learning
- Mentorship
- Externship
- School-based Enterprises
- Internship
- Entrepreneurship
- Clinical Experience
- Cooperative Education
- Youth Register Apprenticeship

Several board members expressed their support for the thorough revisions to the *Guide*. Dr. Pexton expressed concern over the representatives included in the work group as employers did not seem to be part of the revision process.

The Superintendent of Public Instruction recommended that the Board receive this item for first review.

The Board of Education received this item for first review.

J. First Review of the Proposed Revisions to the Health Education Standards of Learning

Mrs. Vanessa C. Wigand, coordinator for health education, presented this item to the Board for first review.

Mrs. Wigand thanked Liz Payne of Fairfax County Public Schools and Sheila Jones of Virginia Beach Public Schools for their participation in facilitating the review. She also thanked her staff for their role in the proposed standards.

In 2018, the Virginia General Assembly amended § 22.1-207 of the *Code of Virginia*, directing the Board of Education to review the Health Education Standards of Learning (2015) for students in grades nine and ten to include mental health.

In 2019, the Virginia General Assembly amended § 22.1-206 to include:

“C. Instruction concerning the health and safety risks of using nicotine vapor products, as that term is defined in § 18.2-371.2, shall be provided in the public schools.” Further, several bills were introduced to amend § 22.1-207 of the Code of Virginia, directing “the Board of Education to review and update the health Standards of Learning for students in all grades nine and 10 to include mental health.”

In lieu of legislation, however, a verbal request was made to review and update the Standards of Learning for health education to include mental health for all grades.

These changes include, but are not limited to:

- scaffolding health skills to be developmentally-appropriate across grade levels and explicit of what students should know, understand, and be able to do;
- reorganizing health content and skills by topic in each strand to show vertical alignment and to support teacher instruction and student learning;
- focusing on importance of, obtaining, and maintaining physical, mental, social, and emotional health;
- increasing understanding of mental illnesses and challenges (i.e., anxiety, depression) and treatments;
- decreasing stigma related to mental health;
- enhancing help-seeking efficacy and promoting self-care (know when, where, how, and who to approach for assistance);
- adding content and skills related to preventing vaping (e-cigarettes/nicotine products) and opioid use including positive norms setting for substance use;
- supporting the development of essential questions, skills-based health instruction, and deeper learning;
- Explicitly integrating the 5C’s; and
- providing opportunities to explore health-related careers and job opportunities.

Following first review, three public hearings will be held on the proposed revisions to the Health Education Standards of Learning.

The Superintendent of Public Instruction recommended that the Board receive for first review the proposed revisions to the Health Education Standards of Learning.

Ms. Holton thanked Mrs. Wigand and her team for the hard work they have put into health education and look forward to the public hearings and community input.

The Board of Education received this item for first review.

K. First Review of 2019-2020 Accreditation Appeals for Bristol City and Fairfax County

Dr. Jennifer Piver-Renna, director of research, presented this item to the Board for first review.

The Standards of Accreditation (SOA) at 8VAC20-131-380.F.6 provide the opportunity for local school boards to appeal a performance level indicator for a school. The intent of the appeal provision in the SOA is to provide potential relief to schools that have experienced a significant event impacting performance on an indicator. Such circumstances should be unusual and appeals based on this section of the SOA should be rare.

The Virginia Department of Education received four applications for appeals for 2019-2020 accreditation year, presented in the table below:

Division	School	Indicator
Bristol City	Virginia Middle School	Achievement Gap - English (students with disabilities)
Fairfax County	Fort Belvoir Elementary	Achievement Gap - English (Black students and students with disabilities)
Fairfax County	Justice High School	Dropout Rate
Fairfax County	Mount Vernon High School	Dropout Rate

On July 24, 2019, school divisions were notified via Superintendent's E-mail of the process for submitting an accreditation appeal. Notification included the intent of the appeal provision in the SOA to provide potential relief to schools that have experienced a significant event impacting performance on an indicator. Such circumstances had to be unusual and appeals based on this section of the SOA should be rare. A six-member internal appeals committee representing the areas of research, accountability, assessment, federal programs, special education, and policy reviewed the application and data. The committee's findings were referred to the Superintendent of Public Instruction for a final recommendation. The appeals and recommendations can be viewed at <http://www.doe.virginia.gov/boe/meetings/2019/10-oct/agenda.shtml> item K, attachments A-D.

The table below provides a brief summary of the rationale for each of the Superintendent’s recommendations. Relevant data on each appealed indicator are noted at <http://www.doe.virginia.gov/boe/meetings/2019/10-oct/agenda.shtml> item K, attachments E-H.

Division	School	Rationale
Bristol City	Virginia Middle School	(a) Application does not describe any single, significant event or circumstance impacting indicator (b) Failure rate, as currently calculated, aligns with Board's intent
Fairfax County	Fort Belvoir Elementary	(a) Application does not describe any single, significant event or circumstance impacting indicator (b) School grade structure is locally determined
Fairfax County	Justice High School	(a) Application does not describe any single, significant event or circumstance impacting indicator (b) Application does not provide sufficient rationale for appeal
Fairfax County	Mount Vernon High School	(a) Application does not describe any single, significant event or circumstance impacting indicator (b) Application does not provide sufficient rationale for appeal

The Superintendent of Public Instruction recommended the Board of Education waive first review and approve the following action for each appeal:

- Deny the appeal for Virginia Middle School, Bristol City
- Deny the appeal for Fort Belvoir Elementary, Fairfax County
- Deny the appeal for Justice High School, Fairfax County
- Deny the appeal for Mount Vernon High School, Fairfax County

Dr. Wilson asked about the calculation of certain variables raised during public comment by Dr. Keith Perrigan, Bristol City. Dr. Piver-Renna stated that the calculation raised during public comment is the inverse of the combined rate. The overall benefit of this calculation had mixed results.

Ms. Holton noted that the Board’s intent of the revised accreditation system and a school being accredited with conditions is not to be punitive or negative but rather to be an identifier of schools who need more supports.

Ms. Atkinson noted that in the spring of 2020 the Board will be reviewing a Notice of Intended Regulatory Action (NOIRA) to further review and revise the Standards of Accreditation.

Mr. Gecker echoed Ms. Holton’s comments and the Board’s desire to do what is right for all children while maintaining the integrity of the accreditation system.

Dr. Mann made a motion to deny the appeal for Virginia Middle School in Bristol, VA. The motion was seconded by Mrs. Atkinson. Mrs. Davis-Vaught recused. The motion carried.

Dr. Wilson made a motion to deny the appeal for Ft. Belvoir Elementary School in Fairfax County. The motion was seconded by Dr. Pexton and carried unanimously.

Dr. Wilson made reference to the public comment received by the Board on Justice High School and how the demographics of the school are challenging but are not unusual. Ms. Holton asked Dr. Piver-Renna how unusual it is to have so many students with limited formal education (SLIFE). Additionally, she asked if there are schools with similar demographics to Justice High School. Dr. Piver-Renna noted that the state does not collect data on SLIFE students but anecdotally staff has heard of schools with similar challenges to Justice High School. Ms. Holton asked Dr. Piver-Renna to review the cut points for each level of the dropout rate indicator.

Dr. Pexton made a motion to deny the appeal for Justice High School in Fairfax County. The motion was seconded by Mrs. Atkinson. Ms. Holton and Dr. Wilson opposed. The motion carried.

Mrs. Atkinson made a motion to deny the appeal for Mt. Vernon High School in Fairfax County. The motion was seconded by Dr. Mann. Ms. Holton and Dr. Wilson opposed. The motion carried.

L. First Review of the Advisory Board on Teacher Education and Licensure's Recommendation to Establish Dual Language Endorsements in the Licensure Regulations for School Personnel in Response to House Bill 1156 (2018 General Assembly)

Mrs. Patty Pitts, assistant superintendent, department of teacher education and licensure, presented this item to the Board for first review.

The 2018 Virginia General Assembly passed House Bill 1156 requiring the establishment of an endorsement in dual language instruction prek-6 in the licensure regulations. The legislation stated that a teacher seeking a dual enrollment would be exempted from the Virginia communication and literacy assessment.

Mrs. Pitts reported that a Dual Language Endorsement Workgroup was established and held a meeting in March 2019. The workgroup made recommendations for new and add-on endorsements in Dual Language (English) prek-6 and Dual Language (Target Language) prek-6. In addition, professional studies requirements for the endorsements were proposed.

Mrs. Pitts reported that the recommendations of the workgroup were presented to the Advisory Board on Teacher Education and Licensure in September. Dr. Lisa Harris, Specialist for World Languages and International Education, Department of Education, attended the meeting to provide information on dual language programs. The Advisory Board unanimously approved the proposed regulations to recommend to the Board of Education. The full proposed recommendations from ABTEL can be viewed at <http://www.doe.virginia.gov/boe/meetings/2019/10-oct/agenda.shtml> item L.

The Superintendent of Public Instruction recommended that the Board of Education receive for first review the Advisory Board on Teacher Education and Licensure's Recommendation to establish Dual Language Endorsements in the Licensure Regulations for School Personnel in response to House Bill 1156 of the 2018 Virginia General Assembly.

The Board of Education received this item for first review.

M. First Review of the Advisory Board on Teacher Education and Licensure's Recommendation for the Guidelines for Alternate Routes to Licensure in Response to House Bill 2486 (2019 General Assembly)

Mrs. Patty Pitts, assistant superintendent, department of teacher education and licensure, presented this item to the Board for first review.

The Department of Education established a workgroup on August 27, 2019, to recommend to the Board of Education *Guidelines for Alternate Routes to Licensure in Response to House Bill 2486 of the 2019 Virginia General Assembly*. The Board of Education is required to develop guidelines no later than December 1, 2019.

Mrs. Pitts reported that ABTEL reviewed the guidelines and proposed the following revisions:

- Programs to be initially reviewed by the Board of Education for a three-year period and then renewed for a seven-year period;
- Program proposals under the topic of “PROGRAM OVERVIEW AND JUSTIFICATION” to include a description of the capacity to deliver the program, including faculty/instructors’ qualifications and the background and expertise of the program provider; and
- Proposals to be reviewed by a panel convened by the Department of Education and restate that the Virginia Board of Education must approve programs.

The Superintendent of Public Instruction recommended the Board of Education receive for first review the *Guidelines for Alternate Routes to Licensure in Response to House Bill 2486 of the 2019 Virginia General Assembly*.

The Board of Education received this item for first review.

N. First Review of Proposed Revisions to the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents

Mrs. Patty Pitts, assistant superintendent, department of teacher education and licensure, presented this item to the Board for first review.

The *Code of Virginia* requires the Board of Education to establish performance standards and evaluation criteria for teachers, principals, and superintendents. The Board of Education is beginning a process to review and make revisions to the *Guidelines for Uniform Performance Standards for Teachers, Principals, and Superintendents*. Prior to a broader review, revised guidelines are being presented to the Board to address only the weighting of the performance standards for the evaluation of teachers, principals, and superintendents.

In 2012, in response to federal reporting requirements pursuant to the State Fiscal Stabilization Fund (SFSF) and to meet requirements of Virginia’s Elementary and Secondary Education Act of 1965 Flexibility Plan, Virginia was required to ensure that student academic progress (standard 7) accounted for 40 percent of the summative evaluation for teachers. As such, the Board’s current *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* called for the first six standards to be weighted equally at 10 percent each and the seventh standard, student academic progress, to account for 40 percent of the summative evaluation. Since the federal reporting requirement has been eliminated, these percentages are not mandated. The weighting of student academic progress at 40 percent of the summative evaluation is no longer required. The *Code of Virginia* requires that student academic progress be a “significant” component of the evaluation. The revised *Guidelines* propose that how student academic progress is met is the responsibility of local school boards provided *that Performance Standard 7: Student Academic Progress* is not the least weighted of the performance standards or less than one (10 percent); however, it may be weighted equally as one of the multiple lowest weighted standards.

The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents* each set forth seven performance standards. Evaluations must be consistent the following performance standards.

Performance Standards for Teachers
<p>Performance Standard 1: Professional Knowledge <i>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</i></p>
<p>Performance Standard 2: Instructional Planning <i>The teacher plans using the Virginia Standards of Learning, the school’s curriculum, effective strategies, resources, and data to meet the needs of all students.</i></p>
<p>Performance Standard 3: Instructional Delivery</p>

Performance Standards for <u>Teachers</u>
<i>The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</i>
Performance Standard 4: Assessment of and for Student Learning <i>The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.</i>
Performance Standard 5: Learning Environment <i>The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</i>
Performance Standard 6: Professionalism <i>The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.</i>
Performance Standard 7: Student Academic Progress <i>The work of the teacher results in acceptable, measurable, and appropriate student academic progress.</i>

Performance Standards for <u>Principals</u>
Performance Standard 1: Instructional Leadership <i>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</i>
Performance Standard 2: School Climate <i>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</i>
Performance Standard 3: Human Resources Management <i>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</i>
Performance Standard 4: Organizational Management <i>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i>
Performance Standard 5: Communication and Community Relations <i>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</i>
Performance Standard 6: Professionalism <i>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and</i>

Performance Standards for <u>Principals</u>
<i>contributing to the profession.</i>
Performance Standard 7: Student Academic Progress <i>The principal's leadership results in acceptable, measurable student academic progress based on established standards.</i>

Performance Standards for <u>Superintendents</u>
Performance Standard 1: Mission, Vision, and Goals <i>The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.</i>
Performance Standard 2: Planning and Assessment <i>The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.</i>
Performance Standard 3: Instructional Leadership <i>The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.</i>
Performance Standard 4: Organizational Leadership and Safety <i>The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.</i>
Performance Standard 5: Communication and Community Relations <i>The superintendent fosters the success of all students through effective communication with stakeholders.</i>
Performance Standard 6: Professionalism <i>The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.</i>
Performance Standard 7: Divisionwide Student Academic Progress <i>The superintendent's leadership results in acceptable, measurable divisionwide student academic progress based on established standards.</i>

The guidelines recommend the following weighted standards:

- Standards 1 through 5 – weighted 1.5
- Standard 6 (professionalism) – weighted 1
- Standard 7 (student academic progress) – weighted 1.5

The Superintendent of Public Instruction recommended the Board of Education receive the proposed revisions to the *Guidelines for Uniform Performance Standards and Evaluation Criteria*

for Teachers, Principals, and Superintendents for first review.

The Board of Education received this item for first review.

O. First Review of Report from the Advisory Board on Teacher Education and Licensure's on Recommendations for Dual Enrollment in Response to Senate Bill 1575 (2019 General Assembly)

Mrs. Patty Pitts, assistant superintendent, department of teacher education and licensure, presented this item to the Board for first review.

Mrs. Pitts presented the Advisory Board on Teacher Education and Licensure's Report on Dual Enrollment (Including Career and Technical Education) in Response to Senate Bill 1575 of the 2019 Virginia General Assembly. The Advisory Board on Teacher Education and Licensure (ABTEL) is recommending qualifications for dual enrollment instructors employed by an institution of higher education to teach in the public schools.

The Advisory Board on Teacher Education and Licensure recommends the following:

- Increase the pipeline of teachers qualified to teach dual enrollment courses by encouraging (1) additional funding for incentives for K-12 teachers to meet current requirements for higher education dual enrollment eligibility requirements; (2) accredited institutions of higher education to offer graduate content course to assist individuals in meeting qualifications to teach dual enrollment; and (3) further discussion regarding the criteria used to determine K-12 teacher eligibility to teach dual enrollment courses for college credit.
- Request the Board of Education to establish a one-year, nonrenewable Dual Enrollment License. This license will allow school divisions to hire dual enrollment instructors employed in institutions of higher education who then may be assigned as the “teacher of record” for the course and eliminate the need to assign a second employee to the classroom. This license may be issued to an individual who does not otherwise hold a Virginia teaching license issued by the Board of Education and who:
 - Is employed as an instructor by an institution of higher education that is accredited by a nationally recognized regional accreditation body;
 - Is teaching in a dual enrollment subject area (including career and technical education) at such institution in which the individual seeks to teach in a public school;
 - Complies with the requirements set forth in subdivisions D1 and 3 of Section 22.1-298.1 of the *Code of Virginia*;
 - Must maintain continuous employment in such position at the institution of higher education as condition of continued licensure (as verified by the school division); and

- Receive a recommendation for the license from an employing Virginia school division superintendent.
- An extension of the license must be requested by the employing Virginia school division superintendent each year of employment.

The Superintendent of Public Instruction recommended the Board of Education receive for first review the Advisory Board on Teacher Education and Licensure's Report on Dual Enrollment (Including Career and Technical Education) in Response to Senate Bill 1575 of the 2019 Virginia General Assembly.

Dr. Wilson asked about the rationale for reducing the length of the license from three years to one year. Mrs. Pitts stated that the licensure requirements would be the same but that the local superintendent would need to request an extension. Dr. Wilson followed up by asking if this college faculty would be able to teach in several school divisions across a region. Mrs. Pitts stated that this individual could teach across local school divisions with their one-year renewable license.

The Board of Education received this item for first review.

P. First Review of the Board of Education's 2019 Annual Report on the Condition and Needs of Public Schools in Virginia

Ms. Emily Webb, director, office of board relations, presented the *2019 Annual Report on the Conditions and Needs of Public Schools in Virginia* for first review.

The Annual Report is required by Article VIII, Section 5 of the *Constitution of Virginia* and §22.1-18 of the *Code of Virginia*.

The report provides an overview of the Board's work, presents the achievement of students and schools, and an updated on the priorities and goals of the Board of Education as outlined in the Comprehensive Plan: 2018-2023. Additionally, the Annual Report outlines the condition of public education including:

- Student demographics and enrollment trends;
- Accreditation status;
- Performance on school quality indicators;
- Graduation and dropout rates;
- Suspension rates among demographic groups; and
- Education funding as compared to other states.

Ms. Webb stated that the report was still in draft form and that additional edits were needed as discussed during the Board's work session on Wednesday, October 16, 2019. The edits to be

made before final review include additional data on teacher vacancies and unfilled positions, a full executive summary including the Board's accomplishments and other technical edits.

The Superintendent of Public Instruction recommended the Board of Education receive the *2019 Annual Report on the Condition and Needs of Public Schools in Virginia* for first review.

The Board of Education received this item for first review.

WRITTEN REPORTS

Q. Written Report from the Advisory Board on Teacher Education and Licensure's Recommendation for the Use of Microcredentials for Licensure in Response to Senate Bill 1419 and House Bill 2217 (2019 General Assembly)

Mrs. Patty Pitts, assistant superintendent, teacher education and licensure, provided a written report on the recommendations for the Use of Microcredentials for Licensure in Response to Senate Bill 1419 and House Bill 2217.

R. Written Report: Accreditation and Accountability Reform in Virginia: Summary of 2019-2020 Accreditation Results

Dr. Jennifer Piver-Renna, director of research, provided a written report on the Accreditation and Accountability Reform in Virginia.

DISCUSSION ON CURRENT ISSUES- by Board of Education Members and Superintendent of Public Instruction

Dr. Wilson had the pleasure of attending the Virginia Teacher of the Year event on October 7, 2019. The 2020 Virginia Teacher of the Year is Andrea Carson Johnson of Salem, VA. Mrs. Atkinson had the honor of serving on the selection panel and highlighted some specifics each of the teacher portrayed such as being incredible teachers in the classroom and working collaboratively to enhance their colleagues. Many of the regional teachers of the year applications included letters of support from their students. The Board is looking forward to recognizing each of them at the January 2020 meeting.

Mrs. Davis-Vaught had the pleasure of attending an AARC meeting in Virginia Beach in September.

DINNER MEETING

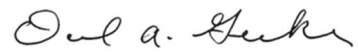
The Board met for a public dinner on Wednesday, October 16, 2019, 6:00 p.m. at the Berkeley Hotel dining room with the following members present: Mrs. Atkinson, Ms. Davis-Vaught, Mr. Gecker, Ms. Holton, Dr. Mann and Dr. Pexton. The following department staff attended Dr. James Lane, superintendent of public instruction and Ms. Emily Webb, director of board relations. The following topics were discussed informally:

- Health Education SOL Public Hearings;
- The American Youth Policy Forum on Deeper Learning; and
- Proposed Revisions to the Standards of Quality.

- No votes were taken, and the dinner event ended at 7:30p.m.

ADJOURNMENT OF THE BUSINESS SESSION

There being no further business of the Board of Education, Mr. Gecker adjourned the business meeting at 11:54 a.m.

A handwritten signature in cursive script, appearing to read "Dan a. Gecker".

Mr. Daniel Gecker, President